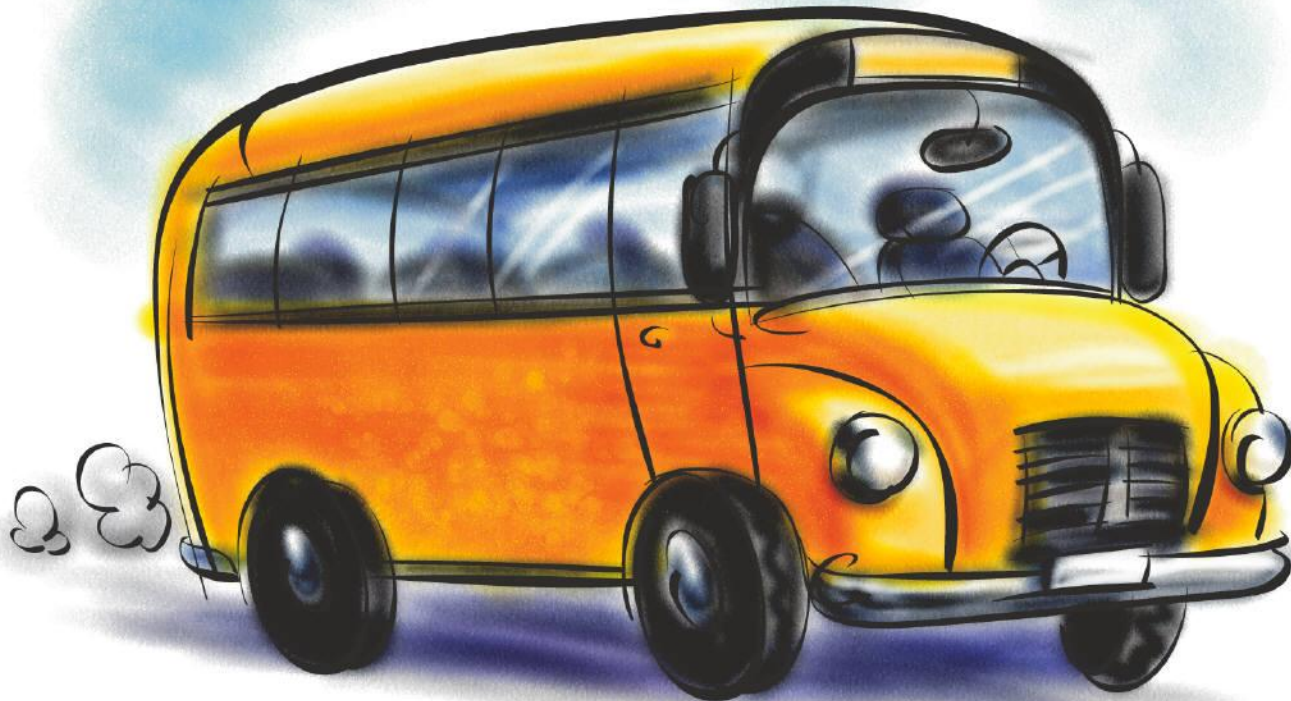


# Moving Instructional Leadership Teams to the Next Level)

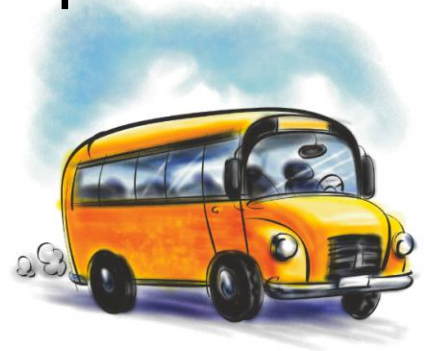


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# Professional Learning Communities: Communities of Practice (COP ) Improve Teaching and Learning

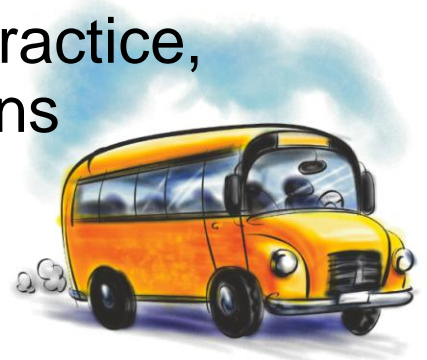
- Positive effects of COP measures on student achievement
- Strong correlation of effective COPs with teacher practices that predict students learning gains
- Strong correlation of COP and student experiences of their school and class



# Sustainability of Culture

## Instructional Leadership Teams as a Community of Practice

- Is a cohesive, vibrant learning community that protects against “flavor-of-the-month”, fads, shifting priorities
- Keeps the school focused on agreed-upon expectations and practices
- Supports long-term instructional consistency
- Socializes teachers by reinforcing norms of practice, standards, and values and affirms expectations for ongoing growth and learning
- Increases teacher knowledge and skills and increases social resources of the school



# 3 General Facets of Professional Culture that Shape Both Student and Teacher Opportunities to Learn

## Technical Culture

- Belief about students
- Student role as learning
- Content
- Pedagogy
- Assessment practices



# General Facets of Professional Culture that Shape Both Student and Teacher Opportunities to Learn

## Professional Norms

- Collegial relationships
- Professional expertise



# General Facets of Professional Culture that Shape Both Student and Teacher Opportunities to Learn

## Organizational Policies

- Teacher course/class assignment
- Resource allocation



# How Communities of Practice Differ in Culture

- Typical Weak Community
- Strong Traditional Community
- Learning Community

Handout: Table 2.1



# Activity

Discuss the following questions at your table.

Which type of community culture currently exists in your school?

Which appears to have the most influence at this time? Technical? Professional Norms? Organizational Policies?





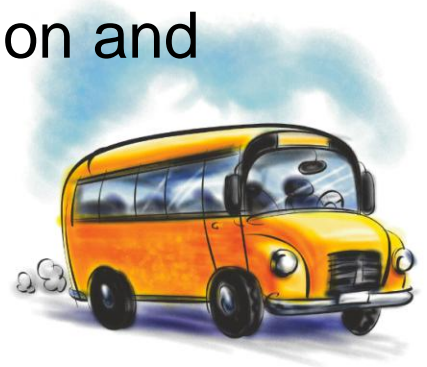
# Professional Learning Community Continuum

- Elements of a PLC
- Pre-Initiation Stage
- Initiation Steps
- Developing Stage
- Sustaining Stage



# The Next Level of ILT Conversation

- Use of evidence on student performance has moved to
  - analysis of student learning patterns
  - higher-order questions about why particular instructional practices are or are not working
  - Discussions about teaching and learning are grounded in evidence and analysis, rather than opinion and preconceptions
  - Shifting accountability from the individual teacher to the teaching community



# Activity

Discuss the following questions at your table.

What is the developmental level of your ILT?

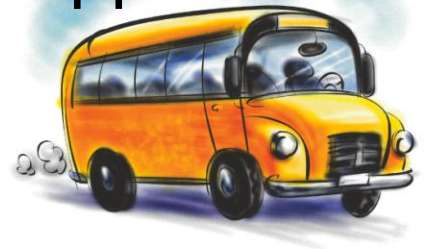
Which school conditions concern you the most?

Teacher community? Shared leadership? Focused effort? Data use? Inquiry procedures?



# How Do ILT Communities of Practice Develop?

- Developed through joint work on instruction
  - Starting with a focus on one facet of instruction: subject content, students, or assessment of student learning
- Dependant on joint work that is well designed and guided
  - Extent to which the learning environment is created for teachers
- Dependant on proactive administrator support
  - Development, spread and sustenance



**HSE Role:** “*a skilled ‘community coordinator’ is key to developing an effective community of practice*” (Wenger, McDermott, & Snyder, 2003)

- Identify important issues to focus the ILT’s work
- Plan and facilitate ILT events/activities
- Informally link ILT members in order to broker knowledge exchanges
- Manage the boundary between the ILT and the faculty/school
- Foster individual learning
- Build the practice for group learning: knowledge base, lessons learned, best practices, tools and methods, and learning events
- Assess the health of the ILT and its contribution to the school and the members



# Activity:

- Select the one area that you will target (or are currently targeting) in your work with your assigned school/
- Share what you are doing or plan to do with your colleagues.



# Conditions of Effective Learning Environments

- Knowledge-centered
  - Focus members on problems and practices designed to deepen their conceptual knowledge and skills in a content domain
- Learner-centered
  - Attending to individual learners' interests, cultural backgrounds, prior knowledge, and skills
  - Create effective bridges for learning new content
- Assessment-centered
  - Create opportunities for learners to get ongoing feedback on their performance to guide their learning
- Community-centered
  - Involve in joint work that draws upon each person's knowledge and skills to build new understandings and practices.



Modeling what a classroom should look like



# Design for Developing an ILT Community of Practice (COP)

- Assessment: data-based inquiry
  - Students: learner-focused inquiry
  - Subject Content: teaching and learning inquiry
- 
- 1) What are the COP boundaries?
  - 2) Who is the agent for COP development?
  - 3) What are the tools and knowledge resources needed/available?





# Community of Practice

## Focus:

## Instruction



# Common Language/Common Understanding

Instructional Leadership Teams must collectively and individually develop a common language and common understanding about what is good instruction.

Prior to work with the faculty, the team must all be on the same page.

How do we know when an ILT is ready to share, coach, model, facilitate learning with the faculty?



# Activity

- Use the post-it notes on your table to list one way to strengthen instruction (one way per post-it)
- Place post-it notes on the chart provided
- Group the notes based on topic
- Create a topic title for each group



# 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION

1. The district or school creates understanding and urgency around improving ALL students' learning for teachers and community, and they regularly report on progress.
  - Data is disaggregated and transparent to everyone.
  - Qualitative (focus groups & interviews) as well as quantitative data is used to understand students' and recent graduates *experience* of school.



# 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION

## 2. There is *a widely shared vision of what is good teaching*

which is focused on rigor, the quality of student engagement, and effective methods for personalizing learning for all students.

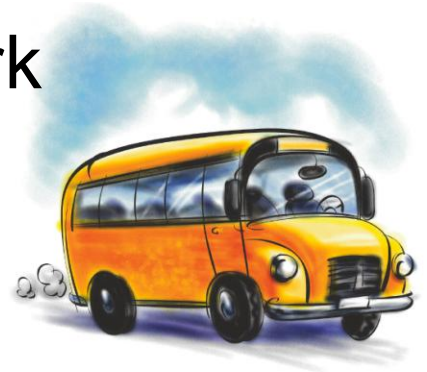
- Either developed by the district or by the school



# 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION

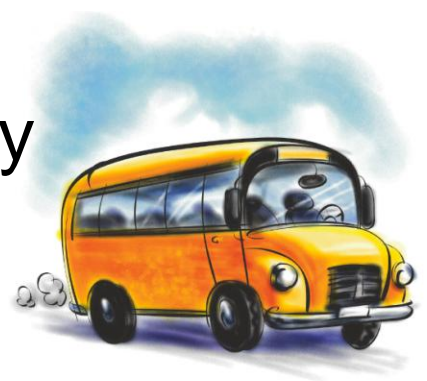
3. All adult meetings are about instruction and are models of good teaching.

4. There are well-defined performance standards and assessments for student work at all grade levels. Both teachers and students understand what quality work looks like, and there is consistency in standards of assessment .



# 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION

5. Supervision is frequent, rigorous, and entirely focused on the improvement of instruction. It is done by people who know what good teaching looks like.
6. Professional Development is primarily on-site, intensive, collaborative, and job-embedded and is designed and led by educators who model best teaching and learning practices.



# 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION

7. Data is used diagnostically at frequent intervals by teams of teachers to assess each student's learning and to identify the most effective teaching practices, and teams have time built into their schedules for this shared work.





# Short Gallery Walk

- Each table will conduct a gallery walk of to review the charts and compare the chart topics to those identified in Wagner's 7 DISCIPLINES FOR STRENGTHENING INSTRUCTION



# **Rigor in The Classroom: 5 “Habits of Mind”**

## **Learning to Ask The Right Questions**

### ***Weighing Evidence***

**How do we know what’s true and false? What is the evidence, and is it credible?**

### ***Awareness of Varying Viewpoints***

**What viewpoint are we hearing? Who is the author, and what are his or her intentions? How might it look to someone with a different history?**

### ***Seeing Connections/Cause & Effect***

**Is there a pattern? How are things connected? Where have we seen this before?**



# Rigor in The Classroom: 5 “Habits of Mind”

## Learning to Ask The Right Questions

### ***Speculating on Possibilities/Conjecture***

**What if? Supposing that? Can we imagine alternatives?**

### ***Assessing Value—Both Socially and Personally***

**What difference does it make? Who cares? So what?**

From [www.missionhillschool.org](http://www.missionhillschool.org)



# Steps to More Rigorous Teaching: What Instructional Leadership Teams Can Do

- 1) Do “Learning Walks” with team members to “calibrate” their assessment of rigor in classes rank low, medium, or high with reasons. Allow as much time for discussion as observation. Keep doing this until their assessments are much closer**
- 2) Use this data for “evidence-based” professional development to determine common PD needs of the ILT and the faculty.**



# Steps to More Rigorous Teaching: What Instructional Leadership Teams Can Do

- 3) After the ILT is comfortable doing learning walks and feel they have a common understanding of what to look for, discussions should turn to what kind of feedback they would consider giving the teachers whom they've observed.**



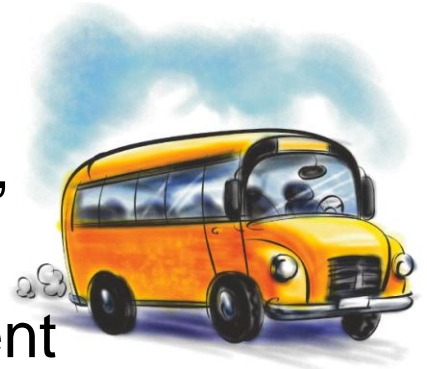
# Some “Learning Walk” Purposes

- **Professional Development for ILTs: gaining greater clarity and consistency in observing teaching**  
*(reminder: communicate to teachers that this is not a form of individual teacher evaluation!)*
- **Auditing the *overall* level of instruction in a building**
- **Developing *system or building-wide* Professional Development priorities**
- **Monitoring impact of Professional Development and progress towards agreed-upon goals for teachers i.e. “evidence-based” professional development!**



# Handout: How is My School Like a PLC?

- Learning Community Activities
  - Shared Planning
  - Peer Observation
  - Collaborating on student work
  - Sharing articles and professional resources
  - Discussions on what and how to teach
  - Providing moral support, encouragement
  - Jointly exploring problems, collecting data, conducting research
  - Attending and implementing training content



# Looking for Evidence of The 3 “R’s”: Rigor, Relevance, Relationships

- 1. What is the purpose of the lesson?**
- 2. What is the authentic learning?**
- 3. How are students challenged to think in this lesson?**
- 4. How are students asked to apply, assess, or communicate what they’ve learned?**
- 5. How is the quality of work communicated to students? What guidance are they given on how they can improve it?**
- 6. Is there an atmosphere of respect among students in this class?**
- 7. What evidence do you have that students are respected by the teacher?**





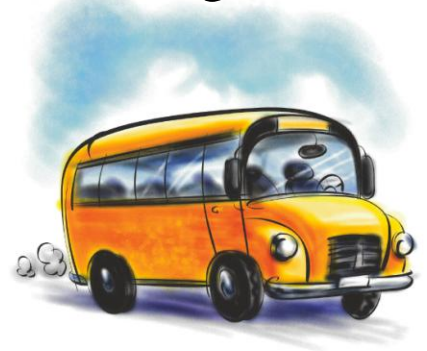
# Steps to More Rigorous Teaching: What You Might Consider Doing With Your Teachers

1. Review with your faculty the skills employers' and college teachers now demand—help them to understand the “flat” world
2. Discuss the difference between content vs. performance standards
3. Ask faculty to define for each course or unit of study which skills (from the list of what employers and college teachers expect) their unit of study will develop and how these skills will be taught and assessed.



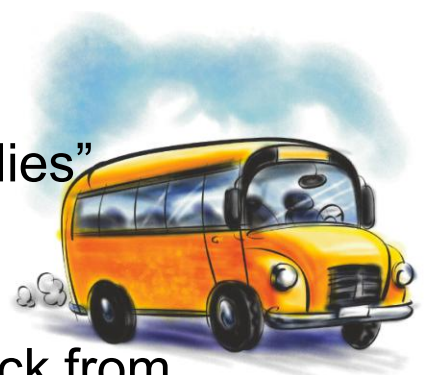
# Steps to More Rigorous Teaching: What ILTs Might Consider Doing With The Teachers

4. Ask groups of teachers (by grade level or content area) to develop common assessments for these skills and to look at samples of student work together to agree on common performance standards; (compare these samples at HS to college-level work here: <http://ceprnet.uoregon.edu>)
5. Discuss videotapes of teaching with the faculty. Encourage teachers to be videotaped and to:
  1. View tapes alone, then with a colleague
  2. Ask for volunteers to share tapes with faculty for discussion



# **“Reinventing” How We Work Together: Creating “Communities of Practice”**

- Work in small groups to analyze “problems of practice” ie. looking at individual students, student work, teacher work and case studies
- Developing lessons collaboratively
- Observing one another teach/advise and peer coaching
- Share and critique draft School Improvement Plans
- Discuss “problems of practice” and real “case studies” of teacher supervision; role-play supervision conferences with teachers
- Plan “problem-solving” faculty meetings and seek feedback from teachers
- Discuss “problems of practice” and real “case studies” of school and principal supervision; role-play supervision conferences with principals
- Plan “problem-solving” meetings and seek feedback from principals and other staff on meetings as models of good teaching/learning



# Activity:

Complete this sentence:

I used to think\_\_\_\_\_ ,

Now I think\_\_\_\_\_ .

Share with your colleagues.



# Thinking Systemically & Working Strategically:

## 5 “Habits of Mind” for Change Leaders

### 1. What’s the problem you’re trying to solve?

- What does it have to do with improving teaching and learning?
- What data (qualitative & quantitative) have you used to understand the problem?

### 2. What is your strategy for solving this problem?

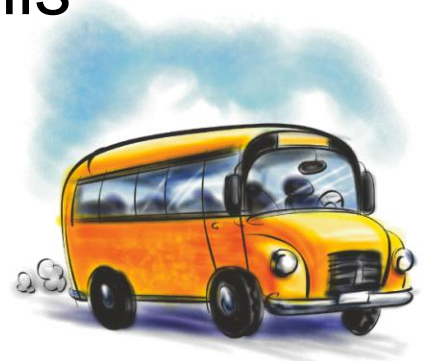
- Why did you choose this strategy? What others did you consider?
- Can you clearly explain your “theory of action” i.e. how you think this strategy will solve the problem you’ve identified?



# Thinking Systemically & Working Strategically:

## 5 “Habits of Mind” for Change Leaders

3. Who (teachers, parents, community) needs to know what to “own” the problem and support the change work?
4. Who is accountable for what to solve this problem?
  - What do they need to get the job done?
5. What data will you track to tell you whether you’re making progress in solving this problem?



# Implications for Change Leadership

*We do not know how to teach “all students new skills.” The problem of “reinvention” requires the development of a “knowledge-generating” culture and new leadership skills.*



# The Responsibility of Instructional Leadership Teams:

- 1) Ask the right questions, instead of having to have all the answers: POWERFUL QUESTIONS DRIVE LEARNING AND DEEP LEARNING DRIVES CHANGE
- 2) Resist being 'reactive': *Stay focused on improving teaching!*
- 3) Model the behaviors you want to encourage, such as seeking feedback, trust, & respect
- 4) Create “communities of practice” for improving teaching, leadership and collaborative problem-solving





# Sources/Resources/Further Readings

- Tony Wagner, *Change Leadership: A Practical Guide for Transforming Our Schools* (JosseyBass, 2005) and *Making The Grade: Reinventing America's Schools* (New York: RoutledgeFalmer, 2001.) See also: [www.schoolchange.org](http://www.schoolchange.org) and a video on focus groups: "Creating Community Consensus: Dialogues for Learning & Engagement" <http://www.seattleschools.org/area/ibc/tw.xml> and "Listening to Student Voices: What Schools Must Do To Succeed" <http://www.smallschoolsproject.org/index.asp?siteloc=resource&section=gatesv>  
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- Anthony S. Bryk and Barbara Schneider, *Trust in Schools: A Core Resource for Improvement* (New York: Russell Sage Foundation, 2002)
- John Kotter, *The Heart of Change* (Cambridge: HBS Press, 2002)
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- Robert Putman, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon and Schuster, 2000)
- James W. Stigler & James Hiebert, *The Teaching Gap*, (New York: Free Press, 1999)
- Wenger, E., & Snyder, W.M., “Communities of Practice: The Organizational Frontier,” *Harvard Business Review*, January 2000
- Daniel Yankelovich: *The Magic of Dialogue: Transforming Conflict into Cooperation* (New York: Touchstone, 1991)



# The 8<sup>th</sup> Discipline: Reflection

## 4-3-2-1 Activity

- 4 important things I've learned or thought about as a result of this session
- 3 questions or concerns that come to mind in relation to today's discussions
- 2 next steps for me as a learner
- 1 next step for me as an HSE

